MOTIVATION OF

A.B. CORRESPONDENCE COURSE FOR THE

A study of motivation and perception of in-service school teachers pursuing the two summer school One Correspondence Course of NCERT for the B.Ed degree.

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INTRODUCTION AND OBJECTIVE

The system of correspondence education can be a viable solution for problems related to expansion of educational opportunities. For teacher training at school level, this system was adapted and introduced in India by the National Council of Educational Research and Training (NCERT) in 1966, in the form of Summer School cum Correspondence Course (SSCCC) for in-service school teachers for the B.Ed degree. Since then, this course has been offered, every year, by the four Regional Colleges of Education (RCEs) under the NCERT, located at Ajmer, Bhopal, Bhuvneswar and Mysore, affiliated to the universities of Rajasthan, Bhopal, Utkal and Mysore, respectively. This study probes into the motivations and perceptions of school teachers who pursue the SSCCC programme, with a view to understand their motivations and perceptions, to find out whether the programme continues to meet the needs of the target group and, whether any modifications are called for in this context. School teachers' motivations for taking up the SSCCC programme, and their immediate and long range goals were analysed for this purpose. Their perceptions of the functioning of different components of the training system were also examined to have an empirical feedback on the operational ~~efficiency~~ of the programme.

Of late, some other universities have also started offering the B.Ed degree programme through correspondence cum personal-contact or summer school courses. Notable among these are the universities of Andhra, Annamalai, Bangalore, Delhi, Madurai and Jammu. By and large, however the course offered by these universities follow the NCERT

pattern.

The NCERT's SSCCC Programme :-

The Summer School cum Correspondence Course of the NCERT for the B.Ed degree is spread over fourteen months. It commences in the first week of May and ends by the last week of June of the subsequent year. During the two Summer Vacation sessions, the teacher-trainees (or students) come to the RCEs to attend theory lectures in compulsory and optional papers. In the intervening period between the two summers, the trainees complete the assignments given during the first summer contact session, carry out supervised-teaching under the guidance of 'local supervisors' in their respective schools (where they are employed), and work on the special assignment related to ' Workshop in Teaching'. Only those trainees are allowed to attend the second summer session who complete the assignments during the intervening ten months between the two summer sessions.

A typical schedule of the intervening ten-month period is divided into three parts. The first part includes preparation of assignments in each of the compulsory papers. In the second part, observation of lessons and practice-teaching programme are taken up. By December, trainees complete the practice-teaching and assignments. The local supervisors forward the reports on practice-teaching directly to the RCEs. The assignments are mailed to the tutors in RCEs by the trainees. In the third part, each trainee prepares special assignments on ' Workshop on Teaching'. On completion of all the course requirements the trainees take the final examination held by the concerned univiersity in June/July after the second summer session of the SSCCC programme.

The present study was limited to students (in-

service school teachers) of the NCERT course. All those students who had completed the course requirements and who could respond to the questionnaire and inventories in English, were included in the investigation.

METHODOLOGY

To find out (i) the motivations of the selected group for taking up the PGCCC programme for the B.Ed degree, (ii) the immediate and long term goals of the selected group after obtaining the B.Ed degree, (iii) and perceptions of this group regarding the operational ~~efficiency~~ of different course inputs, suitable measures were developed/selected. These were first scrutinized for their workability on the target group, and then administered, under group conditions, to the selected students-teachers of the second batch of the PGCCC programme 1979-80, in all the four RCEMs, towards the end of the course.

Motivations for taking up the PGCCC training programme for the B.Ed degree were identified by analysing the content of responses to the question " why did you decide to do B.Ed through correspondence cum sur or school course?" included in the questionnaire which was used in the study.

The immediate and long term goals after obtaining the B.Ed degree were identified by analysing the contents of statements written in response to the instructions: "Please state briefly, in about 100 words, your immediate and long term goals that you wish to achieve after completing the B.Ed degree programme".

Perceptions related to the course inputs were analysed by examining the contents of responses to the

following items in the questionnaire and the check-list, especially device for this purpose.

- How do you feel about the summer programme that NCE has organized for you?
- Would you like to suggest any changes in the programme.
- Would you like to give any suggestions to make the correspondence cum summer school programme more useful for you?

In the check list there were items specifically related to course inputs which covered the following aspects.

- regularity in receiving the lessons.
- difficulties in understanding the lessons.
- academic quality of lessons received.
- number of assignments in each paper.
- time provided to complete the assignments
- availability of guidance and facilities for practice-teaching.
- evaluation procedures adopted in the course.

The check-list also included items on information regarding respondent's age, sex, ~~service~~ marital status and educational qualifications, and availability of facilities to study for the course.

In addition to motivations and perceptions related to the training programme, achievement motivation and attitude of NCCC students towards correspondence education were analysed, separately for males and females, and compared with a group of students of full-time B.Ed degree training programme. An objective achievement motivation inventory, and an attitude inventory were used for this purpose.

Behavioural measures applied in the study are given at the end of this report. ~~Respondents characteristics:~~

Respondents' characteristics :

In all, 273 in-service school teachers undergoing training in the SSCCC programme 1979-80 for the B.Ed degree, in the four RCEs, under the NCERT, were taken up in the study. All those belonging to English medium section of second summer session, who were present on the day of data collection, were included. Of these, 225 were males and the remaining 48 were females.

Institutionwise break up of the respondent group is given in the following table:

Institution-wise break-up.

RCE	Male	Female	Total
Ajmer	29	8	37
Bhopal	23	4	27
Bhuvaneswar	54	13	67
Mysore	119	23	142
TOTAL	225	48	273

The age of male group ranged from 25 to 59 years with 36.10 as the median age. Female group had the age range from 25 to 44 years with 31.87 years as the median age. A large majority of females (91.66%) were below 40 years as compared to 75% males. It appears that the drive to obtain the B.Ed degree remains active even towards the end of the professional career in male teachers, as quite a few male teachers were in the age-group 45 to 59.

Age distribution of the group included in the study is given below.

Age Distribution
(in %age)

Age group	Male	Female
Below 30 years	3.11	31.25
Between 30-39 years	72.00	60.41
Between 40-49 years	24.00	8.33
Between 50-60 years	0.88	0.00
TOTAL	100.00	100.00

It may be noted that a little less than one third of the females were below 30 years as compared to only 3% males, and only 8.33% females were above 40 years as against almost one fourth of the total male group.

Educational qualifications of respondents are summarised in the following table:

Educational qualifications
(in %age)

Degree	Male	Female
Bachelor's Degree	44.88	45.83
Masters degree	44.00	47.91
Others like LLB, B.Com/M.Com	11.11	6.25
TOTAL	100.00	100.00

Out of the total male group, 44.88% had the bachelor's degree, another 44% had gone upto master degree level, and 11.11% had acquired degrees after graduation such as LLB, B.Com/M.Com, and other such like qualifications. Amongst the female group, 45.83% had bachelor's degree, 47.91% with master's degree, and the remaining 6.25% had acquired additional qualifications after graduation.

Institution-wise break-up of educational qualifications is presented in the following table which indicates that majority of respondents from the northern and western regions had post-graduate qualifications, as against the respondents from the eastern region, who were mostly graduates. In the case of southern region, graduates and post-graduates were about evenly represented and quite a few had acquired other qualifications also.

Institution-wise break-up of educational qualifications. (Stage).

Institution	Graduates	Post-Graduates	Diploma/Certificates.	Total
Ajmer (Northern)	16.91	81.08	2.70	99.99
Bhopal (Western)	22.22	70.37	7.40	99.99
Bhuvneswar (Eastern)	85.07	13.43	1.49	99.99
Mysore (Southern)	38.02	45.07	16.90	99.99

Information on marital status of respondents is given in the following table:

Marital Status of Respondents (in % age)

Marital Status	Male	Female	Total Group
Unmarried	7.11	20.83	9.52
Married	92.44	77.08	89.74
No response	0.44	2.08	0.73
TOTAL	99.99	99.96	99.99

About one fifth of the total female respondents were unmarried as against one in every fourteen male respondents.

Information was collected about the occupation of respondents' spouses and this is presented in the following table:

Occupation of respondents' spouses
(in %age)

Occupation	Married Females' Spouses	Married Males' Spouses
Looking after household activities.	-	63.63
Service	83.78	33.33
Business and other occupations.	16.21	3.03
Total	[illegible]	[illegible]

About one-third of the married males' spouses were doing 'service' and two-third simply looked after the household activities. In the case of married females' spouses, 83.78% were engaged in 'service' and the remaining 16.21% were engaged in ' business'.

The designation held by respondents in their schools in the respective regions is shown in the following tables, region-wise, as the designations were somewhat different in different regions.

Designation held by respondents
in northern region
(in %age)

Designation	Male	Female
Teacher	31.03	50.00
P.G.T.	41.37	12.50
Sr. Teacher	-	12.50
Lecturer	10.34	-
Asstt. Head Master	3.44	-
Jr. Lecturer	3.44	-
T.G.T.	3.44	-

Contd...

Designation	Male	Female
Asstt. Teacher	6.89	12.50
P.T.I.	-	12.50
TOTAL	99.95	100.00

In the northern region, 41.37% of male respondents were PGTs, and 31.03% reported their designation as teacher. Another 10.34% held the designation of Lecturer. Among the female respondents, 50% held the designation of teacher and the remaining were evenly divided between PGT, Jr. Teacher, Asstt. Teacher and P.T.I with 12.50% in each of these designation categories.

Designations held by western region respondents are reported in the following table:

Designation held by respondents
in Western region
(N = 462)

Designation	Male	Female
Teacher	20.08	-
Grade I Teacher	4.34	-
Asstt. Teacher	30.43	75.00
Jr. Teacher	8.69	-
P.G.T.	8.69	-
Lecturer in Hr. Sec.	4.34	-
Jr. College Lecturer	8.69	-
Head Master	4.34	-
Primary Teacher	4.34	25.00
TOTAL	99.94	100.00

Amongst the male respondents from the western region, 30.43% were Asstt. Teachers and 26.08% teachers. Others included Grade I teacher, Jr. Teacher, PGT, Lecturer in Hr. Sec., Jr. College Lecturer, Head Master and Primary Teacher. The female respondents were mostly Asstt. Teachers (75%) and 25% of them Primary Teachers.

Designations of respondents from the eastern region are reported in the following table:

Designation held by respondent
in eastern region
(in % age)

Designation	Male	Female
Teacher	18.51	53.84
Asstt. Teacher	53.70	38.46
Head Master	18.51	-
Physical Education Teacher	1.85	-
Junior Teacher	3.70	-
Primary Teacher	1.85	7.69
Not mentioned	1.85	-
TOTAL	99.97	99.99

A little over half of the male respondents of eastern region (53.70%) were Asstt. Teachers, 18.51% reported their designation as Teacher, 18.51% Head Masters, and other designations stated were Physical Teacher Education, Junior Teacher and Primary Teacher. Amongst the female respondents 53.84% were Teachers, 38.46% were Asstt. Teachers and 7.69% were Primary Teachers.

The distribution of Southern region respondents regarding their designations is given in the following

tables:

Designations held by respondents in Southern region (in % age)

Designation	Male	Female
Teacher	16.12	30.43
Asstt. Teacher	27.73	30.43
Asstt. Tr. PGT	4.20	8.69
Asstt. Tr. TGT	1.68	4.34
Principal Hr. Sec.	-	4.34
U. Primary Teacher	13.22	4.34
Head Master, Primary	11.76	-
Teacher, Nursery	-	4.34
Asstt. Tr. Hr. Sec.	2.52	4.34
Grade II, Telugu Pandit	0.84	4.34
Tr. Teacher, Hd. Deparr.	-	4.34
Asstt. Grade II Teacher	7.56	-
Lower School Asstt. Tr.	0.84	-
Lecturer	0.84	-
School Assistant	0.84	-
Drawing Teacher	0.84	-
Grade I, Telgug Pandit	5.88	-
Middle School Teacher	2.52	-
Grade I, Hindi Pandit	2.52	-
Kannada Pandit	0.84	-
Jt. Lecturer	0.84	-
Vice Principal	0.84	-
School Assistant	0.84	
TOTAL	50.37	91.23

In the Southern region, male respondents were mostly Asstt. Teachers (27.73%), Teachers (15.18%); Head Masters in primary Schools (11.70%) and Upper Primary Teachers (10.92%). Amongst the female group, 30.43% were Teachers, another 30.43% as Asstt. Teachers and 8.06% as Assistant Teacher TCP.

To sum up, it may be said that mostly the respondents were Teachers or Assistant Teachers.

Course requirements:-

Basically, the instructional system followed in the four RCEs is the same. Slight variations, however, do exist to conform to the conditions prescribed by the university to which the RCE is affiliated.

The programme is administered under the guidance of the College Principal with the assistance of a Coordinator who is a senior in Educ tion.

Teaching faculty for the course is mostly drawn from the training colleges located in the region of the respective Regional College of Education, and at times, educationists are invited even from outside the region.

Slight variations are there in the course requirements prescribed by the individual colleges. For instance, in RCE Mysore each trainee-teacher is required to complete 24 special assignments under workshop in teaching, whereas in RCE Bhuvneswar only six practical assignments are prescribed, and the RCE Bhopal and Ajmer require each teacher to prepare teaching aids, scrap book containing materials collected in connection with their work and practical assignments as parts of ' workshop in teaching' Course.

In respect of correspondence lessons also the course input varies from one college to another. Mysore RCE provides

each teacher with a set of 10 correspondence lessons each in core courses, namely philosophical and Sociological Foundations of Education, Trends and Problems in Indian Education and Psychological Foundations. The Bhuvneswar RCE provides instructions through correspondence to initiate teachers into the study of the theory of education. In the case of Bhopal and Ajmer RCEs, teachers are assigned topics for term papers, and the completed term papers are returned by the teachers to their respective guides by post and 'correspondence' concept is restricted to this activity only.

In the course structure, the core courses are the same in all four RCEs, and these are (1) Philosophical and Sociological Foundations of Education, (2) Psychological Foundations, (3) Development/Trends and Problems of Indian Education, (4) Workshop in Teaching. Other courses at Bhuvneswar RCE include (A) Health, Physical Education and Recreation and (B) Content-cum-Methods of teaching in the subjects and (C) Internship in teaching/work experience. Mysore RCE has (A) content-cum-methodology in any two school subjects and (B) supervised teaching. Bhopal and Ajmer RCEs have Content-cum-Methodology in two school subjects and (B) Supervised Teaching and Field Experience.

Allotment of marks for different courses in different universities to which four RCEs are affiliated, is as follows:-

Sl.No.	Subjects	Ajmer	Bhopal	Bhuvaneswar.	Mysore.
1.	Philosophical & Sociological Foundations.	100	100	100	125
2.	Psychological Foundations	100	100	150	125
3.	Development/Trends in Indian Education	100	100	100	125
4.	Workshop in Teaching	100	100	100	125
5.	Content-cum-Methods	200	200	200	200
6.	Supervised Teaching/ Field Experience	300	300	300	300
7.	Health/Physical/ Education/Recreation.	-	-	50	-
	TOTAL	900	900	1000	1100

Arrangements made for supervised teaching are similar in the four RCEs. The number of lessons each teacher is required to prepare and teach very a little from college to college. These variations are presented in the following table:-

College	No. of lessons to be observed.	No. of lessons plans to be prepared.	No. of lessons to be taught.
RCE Ajmer	Not specified	20	10
RCE Bhopal	-do-	20	10
RCE Bhuvaneswar	Not specified	10	10
RCE Mysore	10	20	20

Assessment of supervised teaching is done by the local supervisors appointed by the respective RCE. The local supervisors are experienced and trained teachers from the same school to which the teacher-trainee belongs and the supervisor is given some honorarium for extending his professional services for this purpose.

FINDINGS AND IMPLICATIONS

Motivational analysis of respondent's behaviour for taking up teaching as career, joining the NCCC programme for acquiring the B.Ed degree, and other immediate and long term goals after getting the degree, was carried out following the content-analysis technique. Classified responses were converted into percentages and assigned ranks for making inter-group comparisons. N used for these conversions was the number of responses (not the number of respondents). It was observed ~~that~~ at the analysis stage that, at times, respondents mentioned more than one consideration to explain their behaviour in a given context. All the considerations expressed by the respondents were codified and assigned to the appropriate ~~degree~~ category. This way the number of responses worked out to be more than the number of respondents. To take each expressed response into account, the percentage was worked out on the basis of total number of responses.

MOTIVATION FOR TEACHING CAREER

Variety of considerations were expressed in response to the questions " What made you decide to take up teaching as a career?" For comparison between responses given by male and female respondents, as well as the responses of respondents belonging to different institutions, the following eight response-categories were developed for coding the expressed considerations.

- Interest, liking, ambition etc.
- Influence of parents, relations and teachers.
- Nobility of profession, service to mankind etc.
- Scope for further learning during service.
- Company of young children and resultant satisfaction
- For earning livelihood.
- Available autonomy.
- To utilize facilities available to teachers only.

Table A gives the distribution of male and female responses under each response category in terms of percentage to facilitate easy comparisons. Ranks were assigned to different responses categories within a group to examine the extent of similarity or differences in the considerations expressed by different groups of respondent.

TABLE 'A'

Expressed considerations for taking up teaching career

Response Category	Number Mentioned in Percentage					
	Males N=391		Females N=73		Total N=394	
	%age	Rank	%age	Rank	%age	Rank
A. Interest, liking ambition etc.	24.61	3	34.25	1	26.40	1
B. Influence of parents, relations and teachers.	9.06	4	6.85	5	9.14	4
C. Nobility of profession, service to mankind etc.	26.06	1	23.29	2	25.38	2
D. Scope for further learning during service	2.80	6	0.00	8	2.28	7
E. Company of young children and resultant satisfaction.	7.79	5	5.48	6	7.36	5
F. For earning livelihood	24.92	2	19.18	3	23.86	3
G. Available autonomy	2.18	7.5	9.59	4	3.55	6
H, To utilize facilities available to teachers only.	2.18	7.5	1.36	7	2.03	8
TOTAL	100.00		100.00		100.00	

A close look at table A reveals that the first three considerations expressed by male and female respondents

are the same, although their ranks differ slightly. For instance, almost 28% of male respondents (the highest for any response category) state " nobility of profession and service to mankind" as their rank one consideration, closely followed by " earning livelihood" consideration and the " interest, liking and ambition" in that order. In the case of female respondents " interest, liking and ambition" was number one consideration and 34.15% of total responses were classified in this response category, followed by " nobility" and service to mankind" (2[illegible].2[illegible]%) and " earning livelihood" (19.18%)and in that order. Incidentally, the first three categories account for almost three fourth of the total responses. The remaining five categories, put together, make the remaining one fourth of the total responses. The only category where there is a sharp difference between male and female respondents is the one related to " available autonomy". Females got a relatively higher rank for this category than the male respondents. This ~~category~~ category shows a difference of 3.5 rank points between the sexes.

For institution-wise comparisons, females and male respondents responses were combined in view of the relatively smaller number of female respondents in each college. Institution-wise distribution of responses under various categories are presented in Table B. The first three consideration expressed by respondents remained the same irrespective of the institution under examination. These were: "Interest, liking and ambition", "nobility of profession and service to mankind" and " a source of earning for livelihood".

It may be concluded that, by and large, the major considerations verbalised by the ~~c~~CCC students are (1) the interest in, liking for, and ambition to become a teacher, (2) perceived high esteem given to this profession by the

TABLE B

Consideration For Taking Up Teaching Career

Response Categories.	Number Mentioned in Percentage									
	Ajmer N=55		Bhopal N=42		Bhuvneswar N=101		Mysore N=196		Total N=394	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
A. Interest, liking ambition etc.	23.64	2	36.71	1	26.73	2	25.00	2	26.40	1
B. Influence of parents, relatives & teachers.	5.45	6	11.00	4.5	4.95	5.5	11.73	4	9.14	4
C. Nobility of profession and opportunity to serve mankind	30.91	1	16.67	3	29.70	1	23.46	3	25.38	2
D. Scope for further learning during service.	0.00	7.5	2.38	6.5	4.95	5.5	1.53	8	2.28	7
E. Economy of young children	10.91	4	11.90	4.5	5.94	4	6.12	5	7.36	5
F. For livelihood	21.82	3	19.05	2	21.78	3	26.52	1	23.86	3
G. Available autonomy	7.27	5	0.09	8	3.96	7	3.06	6	3.55	6
H. To utilize facilities available to teachingers only.	0.00	7.5	2.38	6.5	1.98	8	2.55	7	2.03	8
TOTAL	100.00		99.99		99.99		99.97		100.00	

society and (2) for earning livelihood.

Motivations to do B.Ed through correspondence:-

Responses to the question why did you decide to do B.Ed through correspondence course were classified in twelve categories. Sex-wise distribution of responses in the categories is presented in Table 6. The first three considerations for doing B.Ed through the correspondence course are common for male and female students. These were:

- Financially more suitable for in-service teachers; no loss of pay, no need to take leave, could be done during vacation.
- To improve professional competence.
- To qualify for promotion to improve future prospects.

Other major considerations expressed by male respondents were related to the following:-

- The course is organised by NCERT and RCE providing a standard and up-to-date instructions.
- To fulfil one of the conditions of appointment
- To avoid wasting one years' teaching experience (no break in service involved).
- Does not interfere in regular school teaching work.
- Could not get admission in full-time B.Ed course.

For women, the other major considerations included the following:

- Family problems; maintenance of family, running of household routines etc.
- Only trained teachers are given higher classes for teaching.
- Teachers' attitude toward trainees is not good in full time training colleges.
- Due to local language as a medium of instruction in full time training colleges.
- Saves time.

TABLE C

Motivations to do B.Ed through the NCERT Programme

Response Category	Responses in percentage					
	Male Group N=344		Female Group N=68		Combined N=412	
	%	Rank	%	Rank	%	Rank
1. Financially more suited for in-service teachers; no loss of pay, no need to take leave, could be done during vacation.	47.00	1	32.00	1	45.00	1
2. To improve professional competencies.	17.00	2	16.00	2	17.00	2
3. To qualify for promotion, to improve future prospects.	14.00	3	15.00	3	14.00	3
4. The course is organised by NCERT; NCE provides standard and up-to-date instructions.	4.00	4.5	-	13	4.00	4.5
5. To avoid wasting one year's teaching service; no break in service involved.	3.00	6.5	4.00	7	3.00	7
6. To fulfil one of the conditions of appointment.	4.00	4.5	4.00	7	4.00	4.5
7. Could not get admission in regular college.	2.00	8.5	3.00	9.5	2.00	10
8. Saves time	1.00	11	4.00	7	2.00	10
9. Family problems; maintenance of family, running f household routines, etc.	1.00	11	10.00	4.0	2.00	10
10. Does not interfere in regular school teaching work	3.00	6.5	3.00	9.5	3.00	7
11. Deputed to do this course	1.00	11	1.00	11	1.00	12
12. Miscellaneous:	2.00	8.5	6.00	5	3.00	7

a. Teaching exp rience is considered in this course
b. Only trained teachers are given higher classes' teaching.
c. Teacher's attitude toward trainees is not good in reg lar training colleges.
d. Only NCE offers courses as a subject.
e. Due to local language as a medium of instruction in regular training college.

Contd/-

f. to enrol for M.Ed & Research.

g. With B.Ed, one is better recognised.

h. To do something worthwhile.

i. To find out whether B.Ed is useful.

TOTAL	99.00	98.00	100.00

It may be noted from Table C that, although both male and female respondents have given " financial suitability" as number one consideration for doing B.Ed training by joining SSCCC programme, 47% of total male responses account for this consideration as against almost one third (32%) of the total responses in the case of female students. This difference in the responses of men and women tend to suggest that male teachers are perhaps more motivated to take up B.Ed SSCCC programme for economic reasons than the female teachers.

Other motivations common to both the groups of respondents, namely, " to improve professional competencies" and " to qualify for promotion", have received almost similar percentage of responses, with second and third ranks. This suggests that major motivations for taking up the B.Ed SSCCC training are shared by the two groups.

Life Goals:

Immediate and long term goals of students after completing the B.Ed training were analysed to develop further understanding of their motivation for doing B.Ed course. For this purpose students were asked to write briefly (in not more than 100 words) the immediate and long-term goals that they would wish to achieve after completing the B.Ed programme. Thematic analysis of responses was ~~profound~~ performed. The classified responses in this regard are presented in Table D and E.

TABLE D

Immediate Goals of TTCCC Students.

Immediate Goals	Responses in percentage					
	Male Group N=225		Female Group N=48		Combined N=273	
	%	Rank	%	Rank	%	Rank
1. Becoming a better teacher.	50.22	1	39.58	1	48.35	1
2. Getting promotion	29.78	2	33.33	2	30.40	2
3. Pursuing higher studies.	9.78	3	8.33	4	9.52	3
4. Making future secure	6.67	4	12.50	3	7.69	4
5. Travelling abroad	1.33	5.5	2.08	6	1.47	5
6. Getting job in the place of choice.	0.44	7.5	4.17	5	1.10	6.5
7. Making the school the best.	1.33	5.5	-	-	1.10	6.5
8. Writing books.	0.44	7.5	-	-	0.37	8.0
TOTAL	99.95		99.99		100.00	

Findings given in Table D, regarding immediate goals, suggest that " becoming a better teacher" is uppermost with male as well as female students. Fifty percent responses of male students fall in this category as compared to almost forty percent of female students. "Getting promotion" receives second rank with both the groups, with almost thirty percent male responses in this category, and female responses showing a slightly higher percentage of responses (33.33%). Out of the remaining twenty percent responses of male group, and twenty seven percent responses of female group of students, almost 10% males have expressed the wish " to pursue higher studies" after B.Ed and 12% of females have wished to make their " future secure".

The two groups are somewhat similar in their least

verbalised immediate goals also. Response category " writing books" is least popular with men and of no concern to women. "Travelling abroad" gets almost the same position with the two groups of students.

Slight differences are there in respect of "getting job in the place of choice" and " making the school the best" response categories.

Above qualitative analysis of students' immediate goals suggests that the two groups of students have somewhat similar pattern of future perspective.

Table 5 shows the classified responses in terms of long term goals. It is interesting to note that although "Becoming a better teacher" retains its first rank with male students, the percentage of responses in this category as compared to immediate goals, falls from 50.22 percent to 27.11; I

TABLE 5

Long term Goals of 9TCCC Students.

Long term Goals	Responses in Percentage.					
	Male Group N=245		Female Group N=48		Combined N=273	
	%	Rank	%	Rank	%	Rank
1. Becoming a better teacher.	27.11	1	22.92	2	26.37	1
2. Pursuing higher studies.	24.44	2	31.25	1	25.64	2
3. Bringing about improvement in edu.	23.11	3	18.75	3.5	22.34	3
4. Getting promotion	18.67	4	18.75	3.5	18.68	4
5. Making future secure	3.56	5	6.25	5	4.03	5
6. Travelling abroad	0.44	8.5	2.08	6	0.73	7.5
7. Making the school the best.	0.89	7	-	-	0.73	7.5
8. Writing books	0.44	8.5	-	-	0.37	9
9. Establishing own institution.	1.33	6	-	-	1.10	6
TOTAL	99.99		99.99		100.00	

In the case of female students, the first rank long term goals is " pursuing higher studies" with 31.25% responses accounted in this category, followed by " becoming a better teacher" (12.08%). Concern to get promotion becomes much less from 29.78 (immediate goals) to 18.67 (long term goals) with men, and from 33.33 to 17.75 with women. A new concern seems to emerge in the long run, both with male and female groups. "bring about improvement in education " has been verbalised by 23.11 percent of men and 18.75% of women students. " Establishing ones' own institution" has been verbalised by a few male students (1.33%). On the other hand, " writing books" remains of less concern with men, and of no concern with women. "travelling abroad" also does not seem to be popular with any of the two groups.

By and large, the long term concerns verbalised by the B.Ed students group include:

- Becoming a better teacher.
- Pursuing higher studies.
- Bringing about improvement in education.
- Getting promotion.

Male and female students share these concerns to a great extent, and this suggests that the long term motivations of the two groups are also quite similar.

Life goals of a group of full time B.Ed students were also analysed to see whether there is any difference between the immediate and long term goals of STCCC and full time B.Ed students. Table 8 shows sex-wise distribution of immediate goals expressed by full time B.Ed students belonging to a training college in Delhi.

TABLE P

Immediate Goals of Full Time B.Ed Students.

[illegible]	Male Group N=42		Female Group N=50		Combined N=92	
	%	Rank	%	Rank	%	Rank
1. Becoming a better teacher.	13.05	3	10.00	3	11.83	3
2. Pursuing higher studies.	18.60	2	19.00	2	18.95	2
3. Making the school life better.	-	-	2.00	5.5	1.05	6
4. Writing books.	-	-	-	-	-	-
5. Getting trained teacher's salary	53.49	1	58.00	1	61.29	1
6. Making future secure	4.65	5	2.00	5.5	3.23	5
7. Travelling abroad	-	-	-	-	-	-
8. Getting job in place of choice.	-	-	-	-	-	-
9. Others (getting job, become an artist serving literature etc.)	9.30	4	6.00	4	7.53	4
Total	[illegible]		100.00		100.01	

Responses of male and female students are almost similar as the two groups get similar ranks for different categories. There is, however, marked difference in the goals expressed by full time B.Ed students and the [illegible]CCC group. Major concern of full time students is " to get trained teachers' salary" after completing the B.Ed training and this accounts for 53% of male and 62% of female responses. Second major concern of full time students is " to pursue higher studies" which is verbalised by 18.60% of male and 19.00% of female students. "Becoming a better teacher" gets third position with full timers whereas this was the main concern with the [illegible]CCC group.

Long-term goals of the full timers differ somewhat from their immediate goals. Table 6 presents findings on the long-term goals expressed by the full time B.Ed students.

TABLE 6

Long Term Goals of Full Time B.Ed Students.

Long Term Goal	Percentage by Groups					
	Male Group N=43		Female Group N=50		Combined N=93	
		Rank		Rank		Rank
1. Becoming a better teacher.	18.60	2.5	30.00	2	24.73	2
2. Pursuing higher studies.	44.19	1	42.00	1	43.01	1
3. Making the school the best.	-	-	-	-	-	-
4. Writing books	-	-	-	-	-	-
5. Getting promotion	6.98	5	2.00	7	4.30	5.5
6. Travelling abroad	-	-	6.00	5	3.23	7.5
7. Making future secure	-	-	6.00	5	3.23	7.5
8. Bringing about improvement in education.	11.63	4	-	-	5.38	4
9. Establishing own institution.	-	-	8.00	3	4.30	5.5
10. Others (becoming IAS educationist, removing illeteracy etc.)	18.60	2.5	6.00	5	11.83	3
TOTAL	100.00		100.00		100.01	

Male and female students wish to " pursue higher studies in the long run after their B.Ed training (male 44.19% and female 42%). Other major long-term concerns of female group includes " becoming a better teacher" (30%) and " "establishing one's own institution" (8%), whereas with male group the other major concerns are " becoming a better teacher" (18.60%), "Becoming an IAS, educationist, removing illetracy etc." (18.60%) and to bring about improvement in

education (11.63%).

"Getting promotion", which got a higher rank with the SS CCC group was rather low by the full timers as only 6.98% of male and 2.00% of female students of full time B.Ed group verbalised this concern.

In brief, the major immediate goals expressed by the full time B.Ed group included

- Getting trained teachers' salary.
- Pursuing higher studies.
- Becoming better teachers.

Among the long-term goals the most frequently mentioned by the group included

- Pursuing higher studies.
- Becoming a better teacher.
- Becoming an IAS, Educationist. etc.
- Establishing one's own institution.

To sum up, it may be said that the SSCCC and full time B.Ed students differ in their perceptions of immediate goals but their long term goals are quite similar. Table H summarises their differences and similarities in terms of their preferences for different goals.

TABLE H

Immediate and Long-Term Goals of B.Ed Full Time and the SSCCC Groups.

Expressed Goals	SSCCC(Rank)	Full Time (Rank)
Immediate Goals		
Becoming better teacher	1	3
Getting Promotion	2	-
Getting trained teachers' salary	-	1
Pursuing higher studies.	3	2
Long term Goals		
Becoming better teacher	1	2
Pursuing higher studies.	2	1

Contd....

Bringing about improvement in education	3	-
Becoming an IAS, an Educationist etc.	-	3

Achievement Motivations:-

In addition to qualitative motivational analysis, objective quantitative assessment of achievement motive of SSCCC group was also attempted. An objective achievement motive inventory was administered for this purpose. Scores obtained by the SSCCC and Full time students in respect of the level of achievement motive are given in Table I.

TABLE I

Mean Scores of the Groups of B.Ed students on Achievement Motive Inventory

Student Group	N	Mean	SD
Male Students			
B.Ed SSCCC	225	11.68	4.68
B.Ed Full Time	43	11.83	4.20
Female Students			
B.Ed SSCCC	48	11.69	4.55
B.Ed Full Time	50	12.11	5.36

Mean scores of male as well as female groups of SSCCC and Full Time B.Ed students do not suggest any appreciable difference, and the obtained differences were statistically not significant.

Attitude Towards Education Through Correspondence:

Attitude scores on the inventory, designed to assess the relative position of SSCCC and Full Time B.Ed students, are given in Table J. As may be expected, the SSCCC group has registered a higher mean score on attitude toward education

through correspondence than the Full Time students for male as well as for female students. The obtained differences are significant statistically. The difference of 5.97 between SSCCC and Full time male group was significant at one percent level (t=6.29, df=266).

TABLE I

Mean Scores of Two Groups of B.Ed students on Attitude towards Education Through Correspondence.

Students Group	N	Mean	SD
Male Students			
B.Ed SSCCC	225	45.13	5.54
B.Ed Full time	43	39.16	5.72
Female students			
B.Ed SSCCC	48	43.54	6.51
B.Ed Full time	50	37.64	5.98

In the case of female group also the obtained difference of 5.90 in the mean scores of SSCCC and full time groups was significant at one percent level (t=4.76, df=96).

The qualitative and quantitative analysis of the motivations of SSCCC group of students and the comparison with full time B.Ed students suggest that the two groups have similar level of achievement motive and their perceptions of long term goals also resemble a great deal. However, the two groups do show differences in their immediate goals and attitude towards education through correspondence.

For the 39CCC group, institution-wise analysis of achievement motivation and attitude towards correspondence education, was also carried out to examine the obtained differences between different respondent groups. Only male respondents were included in this analysis as the number of female respondents in different groups was not adequate to carry out analysis of variance.

Obtained mean achievement motivation scores of respondents belonging to the four RCEs are presented in Table K.

TABLE K

Mean Achievement Motivation Scores of Four Groups of B.Ed Correspondence Course Male Students.

Student group	N	Mean	Standard Deviation
RCE Ajmer	29	13.31	6.05
RCE Bhopal	23	13.17	5.63
RCE Bhubneswar	54	11.13	4.04
RCE Mysore	119	11.84	4.27
Combined group	225	11.66	4.65

The corresponding analysis of variance is given in Table L. 'Statistical Analysis' suggests that the differences in mean scores of four respondents groups are significant at five percent level. Results thus confirm that the groups do differ in their achievement motivation.

TABLE L

Analysis of Variance for Comparing Mean Scores on Achievement Motivation for four groups of B.Ed Correspondence Course Male Students.

Source of variation.	Sum of Squares.	d.f.	Mean square	F	$F_{.05}$	$F_{.01}$
Total	4913.36	224				
Between Means	212.46	3	70.82	3.32	2.65	3.88
Within groups	4700.90	221	21.27			

The respondent group from the RCE Ajmer has obtained the highest score in this respect (13.31), followed by RCE Bhopal (13.17) RCE Mysore (11.94) and RCE Bhubneswar (11.13).*

Mean scores in respect of attitude towards correspondence education for the four respondent groups are presented in Table M. and the corresponding analysis of variance is given in Table N.

TABLE M

Mean Attitude Scores of four groups of B.Ed Correspondence Course Male Students.

Student Group	N	Mean	Standard Deviation
RCE Ajmer	29	44.65	5.39
RCE Bhopal	23	44.30	3.85
RCE Bhubneswar	54	47.70	7.00
RCE Bhopal	119	44.94	4.75
Combined group	225	45.13	5.54

* Difference between Ajmer & Mysore ($t = 2.21$), Ajmer & Bhubneswar (2.23), Bhopal & Mysore ($t = 2.12$) and Bhopal & Bhubneswar ($t = 2.03$) were significant at 5 percent level.

TABLE N

Analysis of Variance for Comparing Mean Scores on Attitude Toward Education Through Correspondence for Four Groups of B.Ed Correspondence Course Male Students.

Source of Variation.	Sum of Squares.	d.f.	Mean Square	F	F_{95}	F_{99}
Total	6884.00	224				
Between Means	475.37	3	158.46	5.46	2.65	3.88
Within groups	6408.63	221	29.00			

Statistical analysis revealed that the obtained F-value is significant beyond one percent level, confirming the existence of difference in attitude scores between the groups. The most favourable attitude towards the correspondence education, among the different groups, is shown by respondents from RCE Bhubneswar (47.70), followed by RCE Ajmer (44.65) RCE Bhopal (44.30) and RCE Mysore (44.24)*

STUDENTS' PERCEPTIONS OF SSCCC PROGRAMME:

Student's feedback on the operationes of different components of the SSCCC programm was obtained by administering an open-~~minded~~ ended questionnaire and a check list.

Responses to following questions, included in the questionnaire, were analysed to identify students perceptions of the SSCCC programme in general, and specific aspects such as syllabus, curriculum, programme, organization, teaching faculty, evaluation system, timing, duration and location of the programme, in particular.

- How do you find about the summer programme that RCE has organized for you?
- Would you like to suggest any changes in the programme?

* Difference between Bhuvneswar and Mysore ($t = 3.44$) was significant at 1 percent level

- Would like to give any suggestions to make course more useful for you?

Every one who participated in the study expressed the view that the programme organised by the RCE was useful for the untrained teachers who cannot afford to take leave without pay for a year-long period to get such training. They, however, expressed some concern about certain aspects of the programme and their views in this context are presented in Table 0. Figures in the table represent the percentage of total number of responses classified under a particular head. A rank was then assigned to each of nine classified heads of expressed views within an institution for comparison between different RCEs and within a particular RCE for different heads. Male and female responses were combined for this analysis

A close scrutiny of the ranks in the table revealed that, irrespective of different RCEs, syllabus, curriculum, teaching faculty, and evaluation system components of the SSCCC programme were uppermost in the minds of students and they offered maximum suggestions on these aspects. Syllabus and curriculum accounted for almost fifty percent of the total responses (ranging from 43 to 52 percent) and evaluation system averaged almost fifteen percent, followed by teaching faculty with an average of ten percent.

Syllabus and curriculum: Twenty to thirty percent of students of RCEs at Bhopal, Bhubneswar and Mysore, and about twelve percent at Ajmer, were rather critical about the course-content prescribed for the SSCCC programme. They expressed the view that the prescribed syllabus was too lengthy and theoretical in nature, and suggested changes in the papers prescribed in the course. Specific suggestions for changes in papers made by students of different RCEs were as follows:-

AJMER

- paper on Philosophy should not be included.

- Emphasis should be given to psychology paper.
- Papers should be different for SSCCC students.

BHOPAL

- Some modern knowledge should also be introduced.
- Papers should be different for SSCCC students.

BHUVNESWAR

- There should be a separate paper on Statistics.
- Theory papers should be reduced.
- Paper on Agriculture should be introduced.

MYSORE

Paper on Population Education should be introduced.

- Papers on Psychology and Philosophy should be introduced in the first number.
- Papers on Psychology and Philosophy should be modified.

A substantial number of students (Ajmer 15%, Bhuvneswar and Mysore 9% and Bhopal 7%) were of the view that the teaching practice part of the programme should be either eliminated altogether, or drastically reduced, and the programme modified specially in view of their maturity and experience in teaching.

TABLE 6

Student's View-point on SSCCC Programme.

Classified heads of Expressed Views.	Responses mentioned in percent							
	Ajmer N=184		Bhopal N=72		Bhuvneswar N=133		Mysore N=221	
	%	Rank	%	Rank	%	Rank	%	Rank
1. Syllabus	11.96	3.5	28.39	1.5	32.33	1	20.81	2
A. Too lengthy	6.52		6.94		18.80		11.31	
B. Theoretical	3.80		16.67		9.02		6.79	
C. Change in some papers.	1.64		2.78		4.51		2.71	

Contd...

2. Curriculum	30.98	1	26.39	1.5	21.80	2	14.06	1
A. Teaching methods	0.54		9.72		3.76		1.26	
B. Printed lessons by post.	8.15		6.94		3.01		6.79	
C. Regularity in despatching lessons.	1.63		2.78		-		2.26	
D. Medium of instruction.	1-09		-		3.01		0.79	
E. Practice teaching to be								
i. eliminated	10.31		6.94		1.50		4.52	
ii. reduced.	2.72		-		-		2.26	
iii. improved.	6.52		-		7.52		3.18	
3. Programme Administration	4.89	7	2.78	7.5	3.75	7	7.24	5
A. Planning	1.63		1.39		1.50		1.36	
B. Mess facilities	1.09	-	-		0.75		1.36	
C. Library facilities	2.17		1.39		1.50		4.52	
4. Teaching faculty	11.96	3.5	19.44	3	7.52	4	11.58	4
A. Behavioural characteristics	10.33		11.11		6.02		6.79	
B. Administrative arrangements.	1.63		8.33		1.50		4.79	
5. Evaluation system	4.35	8	11.11	4	20.30	3	14.48	3
A. No written Exam.	1.09		6.94		11.28		3.43	
B. Exam. after each summer.	1.63		2.78		5.26		6.79	
C. Conducting authority	1.63		-		3.76		2.26	
D. Other comments	-		1.39		-		-	
6. Timing of Programme	10.87	5	0.00	9	5.26	5.5	6.58	6
A. With-in-Summer Vacation.	7.07		-		4.51		3.17	
B. At the same time in all RCEs	0.54		-		-		-	
C. Fixed timing	1.63	-	-		0.75		2.26	
D. Coordination between RCE and respective university.	1.63		-		-		0.45	
7. Duration of Programme.	17.39	2	2.78	7.5	2.25	8	3.62	8
A. One to four weeks only.	6.52		1.39		1.50		0.90	
B. To be reduced.	10.87		1.39		0.75		2.72	
8. Location of Prog.	1.08	9	6.94	5	1.50	9	2.26	9
A. At State level.	1.08		6.94		1.50		2.26	
9. Miscellaneous	6.52	6	4.17	6	5.26	5.5	4.07	7
TOTAL	100.00		100.00		100.00		100.00	

Six to eight percent students expressed the need for printed lessons or instructional materials which should be provided to them through correspondence.

Some students of Mysore RCE (7%) were of the opinion that instructions in the NCERT programme should be imparted in the regional language of the student. This did not appear to be the concern to this extent with other RCEs.

Students of Bhopal RCE were not satisfied with the 'teaching methods'. Almost one tenth of the students pointed out that 'methods' part was rather neglected and asked for necessary attention of the authorities in this regard. Teaching faculty: Close to nineteen percent of students verbalized their concern for the lack of interest in teaching on the part of the teaching faculty. Views were expressed that 'more qualified', 'competent' and 'sincere' teachers who have interest in teaching should be provided for the programme. Bhopal students were more disturbed in this regard (16.4) followed by Mysore (13.08), Ajmer (11.86) and Bhubaneswar (7.85).

A section of students of Bhopal (8.33) and Mysore (6.7%) were of the opinion that the practice of inviting teacher educators for teaching in the summer programme only should be stopped and regular teaching staff should be appointed for this purpose. Some others asked for better qualified, experienced and competent teaching faculty and suggested that the RCE regular staff should be involved in the programme. Evaluation System: Varied opinions were expressed on the existing system of evaluation which is practised in different RCEs. Almost one fifth of the Bhubaneswar students stated that there should not be any written examination and evaluation should be based on the practical work only, and such an evaluation should be conducted at the end of each summer. They suggested that the evaluation should be conducted by the

NCERT authorities.

Percentage of students of Mysore, Bhopal and Ajmer who verbalised their views similar to Bhubaneswar students was limited to 14.48, 11.11 and 4.36 respectively.

Timings of Programme: Students of Ajmer (10.87), Mysore (5.88) and Bhubaneswar (5.26) were affected by the time schedule of the programme which did not coincide with the summer vacation period in schools in their respective states. Ajmer students were very much agitated in this respect because the Rajasthan University had postponed the B.Ed examination to a later date, and that resulted in extra expenditure on coming to Ajmer especially for the examinations.

Mysore students also faced this problem but to a lesser extent, and this was because the states of Kerala, Tamil Nadu, Karnataka and Andhra Pradesh do not follow the same schedule of summer vacation for their respective school systems. Due to this variation, teachers from some of these states have to take leave without pay to take full advantage of the SSCCC programme.

Like Mysore, Bhubaneswar students also faced problem of taking leave without pay, as they are not treated on duty for this period by their respective directorates.

No such problems was however, faced by students of Bhopal, NCE. // Duration of programme: Ajmer students (17.39) perceived the duration of the programme to be rather long and expressed the view that the duration should be reduced from the present sixteen weeks to four weeks only. This aspect of the programme was not perceived to be a major problem by Bhopal, Bhubaneswar and Mysore students.

Location of programme: Bhopal students (6.94) felt that they had to travel a long distance and incur rather heavy expen-

diture on travelling for coming over to Bhopal from their respective states and the climate difference between Bhopal and their home place also varied a lot. They, therefore, suggested that the SSCCC programme (the summer school part) should be held at state headquarter.

This aspect of the programme received ninth rank so far as the expressed views of students of other places were concerned.

Miscellaneous: An average of about 5% of the responses given by students were classified under this category and these included suggestions for starting M.Ed level programme through correspondence, organizing refresher courses for in-service teachers, persuading state departments to grant study leave to teachers who may like to do the SSCCC programme. Some students perceived some type of politics interfering in the affairs of campus administration and suggested that this element should be checked.

Programme administration: A small section of students (Ajmer 4.88, Bhopal 2.78, Bhubneswar 3.75 and Mysore 7.24) asked for better programme planning, mess facilities and library arrangements. Some students suggested that book-bank facilities should be extended to them.

Implications of above findings:

Students reactions on the SSCCC programme for B.Ed degree, described in the preceeding paras, should serve as pointers that certain components of the programme are not functioning effectively and necessary steps should be initiated to make the programme suited to the needs of students. A beginning in this direction can be made by looking into the views expressed by students of different ocs on the teaching faculty. A more judicious composition

of the teaching faculty is, perhaps, the need of the situation. If need be, steps should be taken to ask the concerned authorities for an appropriate increase in the honorarium rates so that more talented teachers could be invited to take-up teaching assignments in the programme.

Suggestions regarding the course content and curriculum can be looked into and steps may be initiated to give practical bias to the programme. Lectures on theory part may be reduced to the minimum possible and special periods may be earmarked for self-study (as suggested by many students). Methods part deserve a special attention.

Introduction of more correspondence lessons related to theory papers, better monitoring of the despatch of these lessons and timely feedback to students on the assignments submitted by them may help to reduce the pressure of work on students as well as teachers during the summer.

Arrangements for practice teaching sessions, organised during the ten-month period, in between two summers, also needs some streamlining. From the responses given by students it appears that this aspect of the programme needs systematic monitoring. Supervisors of this practice teaching sessions may also be given necessary briefing or orientation on how to deal with mature and experienced group of teachers during the practice teaching sessions.

State departments of education may be approached for timing the summer vacation in the concerned states so that students are not put to any financial hardship on this account.

As the course content and evaluation procedures are prescribed by the concerned university in the respective NCE, it may not be feasible for the college authorities to

make any changes in the syllabus and examinations as such, but latest educational developments, in general, and teaching techniques in particular, can be shared with the students by organising appropriate programmes during the summer contact programme.

It may perhaps be worthwhile to hold periodic meetings with students during the summer programme to know their problems and difficulties and to keep them apprised of steps initiated by the authorities to resolve the disturbing issues brought out by students. A regular follow-up of students throughout the 14 months period, when they are with the NCERT, and even afterwards when they have passed out, will provide a systematic and timely feedback to the authorities for making necessary mid-course corrections in the training programme from time to time.

Feedback on specific instructional inputs:-

Students views on specific instructional inputs provided during the NCERT training programme were obtained through a structured questionnaire-cum-check list. Findings are presented sex-wise as well as institution-wise.

Theory lectures: Commenting on the regularity in the theory lectures, 84.6% students expressed the view that theory lectures were held regularly. Sex-wise break-up of responses is given in Table P.

TABLE P

Regularity in Theory Lectures.
(In percent)

	Male	Female	Total
Held regularly.	85.78 (193)	79.17 (38)	84.62 (231)
Not held regularly.	14.22 (32)	20.83 (10)	15.38 (42)

Note: Figures in parenthesis indicate N under each category.

Male students' percentage was slightly higher, ~~and the marginal difference of 6.61% between the sexes was found to be not significant statistically (χ^2 = 1.24, df=1).~~ Among those students who said that lectures were not held regularly, 13.81 percent, or about one fourth of the total group, observed that this was the case most of the time, and the rest of the group considered it to be happening sometimes only. Table Q gives the break-up for this sub-group of students.

TABLE Q

Distribution of students who perceived irregularity in theory lectures.

	Male	Female	Total
Not held regularly most of the times.	25.00 (8)	20.00 (2)	23.81 (10)
Sometimes	75.00 (24)	80.00 (8)	76.19 (32)

Almost one third of total students (31.87%) felt difficulty in understanding the lectures organized for them. Difficulties expressed in this context were related to medium of instruction, use of difficult words by the teachers, non-availability of teachers to clarify doubts, non-exposure of science graduates to educational terms often used by teachers, lack of preparation on the part of teachers before coming to the class, and the like. Sex-wise break-up of students who experienced difficulty in understanding lectures is given in Table R.

TABLE R

Distribution of students who experienced difficulty in understanding lectures.

	Male	Female	Total
Percentage of students who experienced difficulty.	30.67 (69)	37.50 (18)	31.87 (87)

percentage of students who did not experience difficulty.	69.33 (156)	83.30 (30)	69.13 (186)

Female students experienced difficulty in understanding lectures about seven percent more (6.83% to be exact) than the male students but this difference was not significant statistically (X^2 =0.85, df=1).

Reflecting on the quality of lectures, almost fifty percent of the total group of students expressed the view that the lectures were poorly organized and there was complete agreement between the sexes in this regard. Following Table 8 reports the findings in this context.

TABLE 8

Students' conceptions regarding the quality of lectures.

	Male	Female	Total
Well organized.	49.78 (112)	47.92 (23)	49.45 (135)
Poorly organized.	50.22 (113)	52.08 (25)	50.55 (138)

The difference of about two percent between the sexes was not significant (X^2=.04, df=1).

Institution-wise break up of students views regarding the theory lectures is reported in Table from T to V.

Male and female groups were combined as no significant difference was observed between these groups in the sex-wise analysis.

Table T presents responses related to regularit

in theory lectures.

TABLE T

Theory lectures held regularly

Response Category	Ajmer	Bhopal	Bhubaneswar	Mysore
Yes	70.27 (26)	62.96 (17)	77.61 (52)	95.77 (136)
No	24.32 (9)	14.81 (4)	20.90 (14)	0.70 (1)
N.R.	5.41 (2)	22.22 (6)	1.49 (1)	3.52 (5)

Mysore students expressed the view that almost always (95.77%) the lectures were held regularly. In the case of other institutions, however, lectures were not all that regular (Ajmer 70.27%, Bhopal 62.96%, Bhubneswar 77.61,% only).

Table U gives figures regarding difficulties in understanding the lectures held during the summer school period.

TABLE U

Do You Feel any Difficlty in Understanding the Lectures

Response Category	Ajmer	Bhopal	Bhubaneswar	Mysore
Yes	40.54 (15)	11.11 (3)	38.81 (26)	30.28 (43)
No	51.35 (19)	66.67 (18)	56.72 (38)	69.72 (99)
N.R.	8.11 (3)	22.22 (6)	4.48 (3)	-

students of Ajmer, Bhopal, Bhubneswar and Mysore were of the view that the lectures were rather difficult to follow. Percentage of students expressing this view was 40.54 in Ajmer, 38.81 in Bhubneswar, 30.28 in Mysore and only 11.11 in Bhopal.

Table V reports findings on the quality of lectures.

More than 50 percent students of Bhubaneswar and Ajmere perceived the lectures to be well organized as compared to 40.74 of Bhopal and only 21.62% of Ajmer students.

TABLE V

Do you find the lectures organized for you....

Response category	Ajmer	Bhopal	Bhubaneswar	Ajmere
a. A mere reproduction of the text book.	13.51 (5)	14.81 (4)	4.48 (3)	5.63 (8)
b. poorly organized content assembled from different sources.	37.84 (14)	3.70 (1)	29.39 (19)	15.31 (23)
c. well organized and easy to understand.	21.62 (8)	40.74 (11)	52.24 (35)	57.04 (81)
d. any other.	10.81 (4)	11.11 (3)	5.97 (4)	11.97 (17)
e. N.R.	16.21 (6)	29.63 (8)	14.93 (10)	7.04 (10)

Assignments: Regarding the total number of assignments that students are expected to complete during the training programme, almost seventy percent of the total group (69.96%) expressed the view that the number of assignments required to be completed by students was just right. The remaining thirty percent, however, perceived the number of assignments to be rather too many. Break-up of obtained percentages under different student groups is given in Table W.

TABLE W

Views on number of assignments.

	Male	Female	Total
Just right.	69.78 (157)	70.83 (34)	69.96 (191)
Too many/Too few/NR	30.22 (68)	29.17 (14)	30.04 (82)

~~The difference of about one percent between the sexes was not significant (χ^2= 0.02, df=1).~~

Institution-wise break-up of responses is given in Table X.

TABLE X

Do you feel that the number of assignments that you are required to complete in respective papers are...

Response Category	Ajmer	Bhopal	Bhubneswar	Mysore
Too many	5.41 (2)	14.81 (4)	4.48 (3)	30.28 (43)
Too few	18.92 (7)	-	20.90 (14)	2.11 (3)
Just right	75.68 (28)	77.78 (21)	70.15 (47)	66.90 (95)
N.R.	-	7.41 (2)	4.48 (3)	0.70 (1)

Almost one fifth of students of Ajmer and Bhubneswar were of the view that number of assignments were too few. A sizeable number of Mysore students (30.28%) on the other hand, expressed the view that too many assignments were given during the course. Others (66.9 0% in Mysore, 70.15% in Bhubneswar, 77.78% in Bhopal and 75.68% in Ajmer) were quite satisfied with the number of assignments prescribed in the course.

Usefulness of lessons for assignments:- One half of the total students stated that the instructions received by them were not sufficient to work out the assignments and they had to take help from their friends, colleagues and to refer to books for this purpose. The break-up of views expressed on this point are presented in table Y.

TABLE Y

Usefulness of instructions received in working out assignments.

	Male	Female	Total
Able to work out assignments on the basis of instructions received.	48.00 (106)	60.42 (29)	50.18 (137)
Not able to work out assignments on the basis of instructions received.	52.00 (117)	39.58 (19)	49.82 (136)

~~difference of about twelve percent between male and female responses was not significant (χ^2=2.44, df=1).~~

Institution-wise break-up of responses is given in Table Z.

TABLE Z

Are you able to work out your assignments on the basis of instructions received by you?

Response category	Ajmer	Bhopal	Bhubneswar	Mysore
Yes	21.62 (8)	40.74 (11)	68.66 (46)	50.70 (72)
No.	72.97 (27)	51.85 (14)	31.34 (21)	48.59 (69)
N.R.	5.41 (2)	7.41 (2)	-	0.70 (1)

Almost three fourth of Ajmer students (72.97%) were of the view that instructions provided during the course were not adequate to work out the assignments. Corresponding figures for Bhopal, Bhubneswar and Mysore were 51.85%, 31.34% and 48.59% respectively.

Adequacy of time provided for assignments:- Students were asked about the time limit given to them to complete their assignments and 92% of total students expressed the view that the time provided for this purpose was quite sufficient.

Table A presents relevant data in this regard.

TABLE A

Time limit for completing assignments.

	Male	Female	Total
Sufficient	91.55 (206)	93.75 (45)	91.94 (251)
Not sufficient	8.45 (19)	6.25 (3)	8.06 (22)

~~Difference of about two percent between sexes was not significant (χ^2=0.26, df = 1)~~

Institution-wise distribution of responses is given in Table B

TABLE B

In the time given to you to complete the assignment work sufficient?

Response Category	Ajmer	Bhopal	Bhubneswar	Mysore
Yes	94.59 (35)	100.00 (27)	95.52 (64)	88.03 (155)
No	2.70 (1)	-	-	11.97 (17)
N.R.	2.70 (1)	-	4.48 (3)	-

Students of Ajmer, Bhopal and Bhubneswar were quite satisfied with the time provided for completing the assignments as 94 to 100% of these groups endorsed w this view. In the case of Mysore students, however, about 12% expressed the view that the time given for the assignments was not adequate.

Availability of facilities for lesson planning:- As a part of the training, each student is required to work out prescribed number of lesson plans for practice teaching purpose. Students were asked whether they got necessary facilities

(such as guidance from tutors, required books and other such literature) to prepare th e lesson plans and their responses are reported in Table C.

TABLE C

Facilities to prepare lesson-plans.

	Male	Female	Total
Got necessary facilities	83.55 (188)	77.08 (37)	82.42 (225)
Did not get necessary facilities.	16.45 (37)	22.92 (11)	17.58 (48)

About 82% of the total students confirmed that they received the necessary facilities in preparing their lesson plans for practice teaching sessions conducted by them. Male students percentage was slightly higher than female students in this respect by about six percent, ~~but this difference was not significant. (χ^2= 1.16, df=1)~~.

Institution-wise break-up of responses is given in Table D.

TABLE D

Do you get necessary facilities to prepare the lesson plans for the prescribed practice teaching?

Response Category	Ajmer	Bhopal	Bhubneswar	Mysore	Remarks
Yes	86.49 (32)	70.37 (19)	73.13 (49)	88.03 (125)	χ^2=18.27 df=6
No	10.81 (4)	25.93 (7)	26.87 (18)	11.27 (16)	p=.01
N.R.	2.70 (1)	3.70 (1)	-	0.70 (1)	

percentage of students who expressed the view that they did not get necessary facilities to prepare lesson plans varied from 10.81% in the case of Ajmer students to 26.87% for Bhubneswar students.

Implications:- perceptions of students reported above suggest that male and female students hold similar views on the course inputs but there are variations in responses of students belonging to different RCEs. About fifteen percent of the total group of students believe that instructions are not imparted regularly and almost one third of the total group have expressed that th ey find the lessons rather difficult to understand because of language problems and lack of proper preparation on the part of teachers. The instructional in-put component of the programme may have to be modified a little so that the lessons may be imparted to students at a level at which they can understand the instructions properly. Perhaps the teachers may have to be oriented in this regard so that they may use simple vocabulary in their teaching. Providing tutorial services for students who have special difficulties in following instructions may also be helpful.

80 to 90% students are satisfied with the number of assignments that they are required to complete during the training course, the alloted time for this purpose, and the facilities provided to work out the lesson plans for practice teaching sessions. This percentage could perhaps be increased further by arranging more frequent meetings of students with their respective supervisors during the practice teaching period.

Evaluation of assignments:- Assignments related to theory papers and practical work form an important part of the training system in the SSCCC programme. These assignments are given during the first summer session and students are required to submit the completed assignments by post to the respective RCE, according to the time-schedule laid down for this purpose. To find out the time taken by the evaluators in returning the checked assignments to students, responses

to the question "after submitting your assignments, generally, how long it takes to receive back the marked assignments", were examined. It was found that mostly, the marked assignments were returned to students during the second summer sessions only, that is, after a time gap ranging from two to four months.

Students views were also sought regarding the extent of satisfaction with the evaluation of assignments, Table E gives the findings in this regard.

TABLE E

Extent of satisfaction with thee evaluation of assignments.

	Male	Female	Combined Group.
Satisfied.	65 .77 (148)	68.75 (33)	66.30 (181)
Not satisfi ed.	26.666 (6 0)	25.00 (12)	26.37 (72)
No response.	7.55 (17)	6.25 (3)	7.32 (20)

Almost two-third of the total group of students expressed satisfaction wit h the evaluation system followed in assessing the assignmen ts. Male and female groups were in almost complete agreement on this aspect.

Institution-wise break of students views are presented in Table F.

TABLE F

Extent of satisfaction with the evaluation of assignments.

	Ajmer	Bhopal	Bhubneswar	Mysore.
Satisfied.	45.94 (17)	44.44 (12)	70.14 (47)	73. 04 (105)
Not satisfied.	48.64 (18)	7.40 (2)	28.35 (19)	23.23 (33)
No response.	5.40 (2)	48.14 (13)	1.49 (1)	2.81 (4)

Students of Mysore (73.94%) and Bhubneswar (70.14%) were more satisfied with the evaluation of assignments as compared to students of Ajmer (45.94%) and Bhopal (44.44%). Comments on assignments:- Almost one-half (47.25%) of the total students expressed the view that comments were given on the assignments for further improvement. Findings on this aspect are presented in Table G. There was a marginal difference between the responses of male and female respondents. 56.25% female students expressed the view that comments were given on their assignments, as compared to 45.33% male students.

TABLE G

Whether comments were given on assignments?

	Male	Female	Combined.
Yes.	45.33 (102)	56.25 (27)	47.25 (129)
No.	44.00 (99)	35.41 (17)	42.49 (116)
N.R.	10.66 (24)	8.33 (4)	10.25 (28)

Institution-wise break-up of responses is presented in Table H.

TABLE H

Whether comments were given on assignments?

	Ajmer	Bhopal	Bhubneswar	Mysore.
Yes	45.94 (17)	22.22 (6)	53.73 (36)	49.29 (70)
No.	51.35 (19)	33.33 (9)	35.82 (24)	45.07 (64)
N.R.	2.70 (1)	44.33 (12)	10.44 (7)	5.63 (8)

Findings in Table H suggest that 44.33% of Bhopal students did not give any response to this question related to receiving comments on the assignments and 33.33% said 'No' to this question, indicating that the assignment returned them perhaps did not carry any comments. Only 22.22% of Bhopal students stated that the comments were given on the assignments as compared to 45.94% of Ajmer students, 53.73% of Bhubneswar students and 49.29% of Mysore students.

Figures in Table H suggest that students are not very appreciative of the procedure followed in writing comments on the assignments, and almost one half of students of Ajmer, Bhopal and Mysore, and almost one fifth of students of Bhopal, expressed the view that no comments were given on the assignments returned to them during the second summer session.

Implications:-

Above findings regarding the evaluation of assignments call for some improvements in the system. To make this course in-put more effective, efforts should be made to return the checked assignments within a month's time, and in any case, before the commencement of the second summer session, so that students may have time to carry out the suggestions offered by the tutors before they come to the RCE for the second summer session which is followed by the final theory examination conducted by the university. Besides returning the checked assignments in time, critical comments may be given on each assignment suggesting the changes to be made for further improvements. As far as possible, assignments topics may be worded in clear and precise terms and available references may also be suggested to help students in writing better quality of assignments. Other suggestions offered by students may be given due consideration. These include:

- assignments should be evaluated by those teachers who have time to go through the assignments.

- good assignments should be discussed in the class and special seminar should be organized for this purpose.
- evaluated assignments should be open to discussion.
- critical remarks, including the strengths and weaknesses of the assignments, should be pointed out.

Personal contact programme:-

Students views on the activities covered during the first and second summer session were obtained by asking the following questions related to this aspect of the programme

- whether personal contact programme was perceived by students as a necessary training in-put.
- whether contact programme helped in resolving difficulties.
- whether students faced any difficulties in attending the contact programme.
- whether attending the contact programme contributed in improving students learning.
- whether performance during the contact programme should be evaluated and included in the final assessment.
- whether contact programme should be replaced by problem-solving discussion sessions through the medium of radio and or television.
- whether students would like to form local study groups to discuss their day-to-day problems.

Perceived importance of contact programme: students views on this aspect are summarised in Table I. The specific question asked was, "Do you consider it necessary to have personal contact programme in a correspondence system of education"?

TABLE I

Whether personal contact programme is necessary?

	Male	Female	Total
Yes	62.22 (140)	72.91 (35)	64.10 (175)
No	34.66 (78)	20.83 (10)	32.23 (88)
N.R	3.11 (7)	6.25 (3)	3.66 (10)

Almost two-third of the total group of students expressed the view that contact programme was necessary. Percentage of female group of students was higher than the male group in voicing this view.

Institution-wise break up of student responses is presented in Table J

TABLE J

Whether personal contact programme is necessary ?

	Ajmer	Bhopal	Bhubaneswar	Hyderabad
Yes.	67.56 (25)	62.96 (17)	56.71 (38)	66.90 (95)
No.	29.72 (11)	25.92 (7)	41.79 (28)	29.57 (42)
N.R.	2.70 (1)	11.11 (3)	1.49 (1)	3.52 (5)

Perceptions of students belonging to different institutions are very much similar.

Utility in resolving difficulties:- About eighty percent of the total group of students were in agreement that the contact programme helped them in solving their difficulties. There was practically no difference in the views expressed in this regard by the male and the female groups. These findings are given in Table K.

TABLE K

Utility of contact programme in resolving difficulties

	Male	Female	Total
Yes	78.66 (177)	81.25 (39)	79.12 (216)
No.	18.22 (41)	8.33 (4)	16.48 (45)
N.R.	3.11 (7)	10.41 (5)	4.39 (12)

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Institution-wise break up of students responses regarding the perceived utility of contact programme for resolving their difficulties is given in Table L

TABLE L

Perceived utility of contact programme.

	Ajmer	Bhopal	Bhubneswar	Mysore
Yes	75.67 (28)	44.44 (12)	76.11 (51)	88.02 (125)
No	21.62 (8)	44.44 (12)	17.91 (12)	9.15 (13)
N.R.	2.70 (1)	11.11 (3)	5.97 (4)	2.81 (4)

Findings in Table L suggest that students of Bhopal RCE perhaps did not get as much help from the contact programme as students of other RCEs could get. Mysore students with 88.02% expressed maximum gains from the contact programme in their college, followed by students of Bhubneswar (76.11%) and Ajmer (75.67%)

Due to variation in the timing of summer vacation in different regions, some of the students experienced difficulty in arranging leave to come to their respective RCE to attend the summer session. Percentage of such students is given in Table M.

TABLE M

Difficulty in getting leave

	Male	Female	Total
Yes	31.55 (71)	25.00 (12)	30.40 (83)
No	64.00 (144)	60.41 (29)	63.36 (173)
N.R.	4.44 (10)	14.58 (7)	6.22 (17)

About thirty percent of the total group, who belonged to areas where long vacation time does not coincide with summer school timings, experienced difficulty in taking leave to participate in the contact programme. Students of Ajmer, Mysore and Bhubneswar were more affected by this variation in timings of vacation than Bhopal students. The institution-wise break up of students responses in this respect is summarised in Table N

TABLE N

Difficulty in getting leave.

	Ajmer	Bhopal	Bhubneswar	Mysore
Yes	45.94 (17)	18.51 (5)	25.37 (17)	30.98 (44)
No	45.94 (17)	66.66 (18)	68.65 (46)	64.78 (92)
N.R.	8.10 (3)	14.81 (4)	14.81 (4)	4.22 (6)

Other difficulties expressed by students were related to different climatic conditions, long distances, financial expenditure on travelling, remaining away from families, and inadequate lodging and meals arrangements during the summer ~~vacation~~ sessions. Percentage of students, who expressed such difficulties in connection with the contact programme conducted during the summers, is presented in Tables O and P.

TABLE O

Difficulties experienced in attending the Summer School.

	Male	Female	Total
Yes.	36.44 (82)	22.91 (11)	34.06 (93)
No.	60.44 (136)	62.50 (30)	60.80 (166)
N.R.	3.11 (7)	14.58 (7)	5.12 (14)

Male group of students (36.44%) appeared to be more affected by the above mentioned difficulties than female group (22.91%). Institution-wise, these difficulties varied markedly. Table P presents relevant figures in this respect.

TABLE P

Difficulties experienced in attending the Summer School.

	Ajmer	Bhopal	Bhubaneswar	Mysore
Yes	59.45 (22)	44.44 (12)	26.86 (18)	28.87 (41)
No	32.43 (12)	44.44 (12)	68.65 (46)	67.60 (96)
N.R.	8.10 (3)	11.11 (3)	4.47 (3)	3.52 (5)

Students of Ajmer (59.45%) and Bhopal (44.44%) experienced these difficulties to a much greater extent than those of Bhubaneswar (26.86%) and Mysore (28.87%).

Contribution in learner's performance: Majority of students expressed the view that personal contact with teachers and other fellow-colleagues during the summer sessions proved quite useful and contributed in improving their performance on the job, as well as in the training programme ~~acts~~ activities. 86.08% of total students endorsed this view. Percentages of male and female group of responses are given in Table Q.

TABLE Q

Contribution in learners' performance.

	Male	Female	Total
Yes	86.66 (195)	83.33 (40)	86.08 (235)
No	10.66 (24)	8.33 (4)	10.25 (28)
N.R	2.66 (6)	8.33 (4)	3.66 (10)

Institution-wise percentages are reported in table R.

TABLE R

Contribution in Learner's performance

	Ajmer	Bhopal	Bhubneswar	Mysore
Yes	78.37 (29)	62.96 (17)	83.58 (56)	93.66 (133)
No	21.62 (8)	22.22 (6)	13.43 (9)	3.52 (5)
N.R	-	14.81 (4)	2.98 (2)	2.81 (4)

The perceived contribution of contact programme activities in learner's performance was the highest with 93.66% in the case of Mysore students, followed by Bhubneswar (83.58%) Ajmer (78.37%) and Bhopal (62.96%)

Reactions to alternative strategies:- Keeping in view the difficulties that some of the students had expressed regarding their participation in the summer sessions, some alternative strategies were suggested to either replace or supplement the personal contact programme. One alternative suggested in this context was related to the use of radio or television for course-related problems. The question asked in this context was "would you like the contact programme" to be replaced by problem-solving discussions on the television or radio?" students' reactions to this suggestion are reported in Table S.

TABLE S

Problem-solving discussions on television or radio.

	Male	Female	Total
Yes	30.88 (137)	39.58 (19)	57.14 (156)
No	34.66 (78)	47.91 (23)	36.99 (101)
N.R	4.44 (10)	12.50 (6)	5.86 (16)

Only 57.14% of the total group responded in favour of the suggested strategy. Male group was more favourable to the use of mass media for problem-solving discussions as an alternative to the personal contact programme, than the female group. Institution-wise break up of responses also reflected a similar trend as shown in Table T.

TABLE T

Problem solving discussions on television or radio.

	Group	Group I	Group II	Group III
Yes	56.75 (21)	40.74 (11)	60.67 (44)	56.33 (80)
No	43.24 (16)	44.44 (12)	28.86 (18)	38.73 (55)
N.R	-	14.81 (4)	7.46 (5)	4.92 (7)

Another strategy suggested to resolve students difficulties was related to the formation of 'study circle'. The question asked in this context was "Would you volunteer for a 'study circle' or a 'discussion group' to be organised by students themselves which may meet once a week throughout the academic session to resolve difficulties of students?" Students views are presented in Table U.

TABLE U

Study circle for resolving difficulties.

	Male	Female	Total
~~Yes~~	~~[illegible]~~	~~[illegible]~~	
Yes	82.66 (186)	68.75 (33)	80.21 (219)
No	12.88 (29)	16.66 (8)	13.55 (37)
N.R	4.44 (10)	14.58 (7)	6.24 (17)

About 80% of the total group expressed the view in favour of the suggested strategy, with male group showing higher percentage of agreement (82.66%) than the female group (68.76%)

Students of different institutions also favoured the suggested strategy to a great extent as is evident from the figures given in Table V.

TABLE V

Study circle for resolving difficulties.

	Ajmer	Bhopal	Bubneswar	Mysore.
Yes	83.78 (31)	85.86 (47)	88.38 (56)	80.98 (115)
No	16.21 (6)	14.71 (4)	8.86 (6)	14.76 (21)
N.R	-	22.22 (6)	7.46 (5)	4.22 (6)

More than 80% students of Ajmer (83.78), Bubneswar (83-58) and Mysore (80.98) and a little lesser percentage of Ajmer students (85.86) expressed their approval of the suggested strategy of organising 'study circle' or 'discussion group' of students to resolve their difficulties related to the SSCCC training programme.

Assessment of performance during the contact programme

80% of the total students group expressed the view that their performance in various activities during the summer sessions should be evaluated and this evaluation should be included in the final internal assessment. Sex-wise break up of students views is reported in Table W.

TABLE W

Assessment of performance during summer session.

	Male	Female	Total

TABLE W.

Assessment of performance during summer sessions.

	Male	Female	Total
Yes	86.22 (194)	81.25 (39)	85.34 (233)
No	8.44 (19)	6.25 (3)	8.05 (22)
N.R	5.33 (12)	12.50 (6)	6.59 (18)

The male group percentage (86.22) was slightly higher than the female group (81.25) and both were highly in favour of having the performance assessed and included in their final internal assessment.

Students belonging to different institutions were also highly in favour of the above mentioned assessment. Mysore students reacted mostly favourably (89.43%), followed by Bhubneswar (83.58%), Ajmer (81.08%) and Bhopal (74.07%).

Implications: Above findings related to activities conducted during the summer school period indicate that large majority of students perceived this component of the course as a necessary in-put and found it useful in resolving their difficulties and better performance. Almost thirty percent of the teachers, however, experienced difficulty in attending the summer school programme as the school summer vacation schedule in their respective state did not coincide with the summer school timings. Many of the teachers had to take leave without pay to come to the summer school in time, and this caused financial hardship to these teachers and loss of school teaching hours to their institutions and pupils. It may be recalled that one of the major motivations expressed by the school teachers for taking up the SSCCC programme for the B.Ed degree was that taking up this course does not

disturb their teaching activities in their respective schools, and does not involve ta k ing any leave without pay. This difficulty could be resolved by persuading the state departments of educa tion of the concerned region of the RCE to have a common schedule of sum mer vacation. Alternatively, the teachers enrolled for t he SSCCC programme may be treated on duty by their respective departments for the period of the summer school which is not covered by the summer vacation.

In view of the encouraging reaction to the suggested alternative strategies of using television or radio or both in orga nizing discussi ons and lectures related to topics included in th B.Ed syllabus, these strategies may be given a trial. This could take care of substantial part of theory lectures during the sum mer school period, and the time thus saved could be utilized in other practical activities as desired by these teacher s. Perhaps the facilities of satellite TV and radio communicati on of INSAT, could be explored in this context.

The view poin t expressed by the in-service school teachers on the functio ning of different components of the summer school cum Correspondence Course for the B.Ed degree, discussed above under " findings and implications", provides some leads which may be followed up to make the SSCCC system all the more effective and need based for the school teachers.

SUMMARY

This study has brought out some of the motivational characteristics of school teachers who take up the Summer School Cum Correspondence Course (SSCCC) offered by the NCERT, to acquire the B.Ed degree. The study has also revealed the point of view of these school teachers on the operational aspects of the SSCCC training system in force in the four Regional Colleges of Education of the NCERT. Findings of this investi-

gation provide some leads which may be considered for necessary follow-up action to make the training system more responsive to the needs and expectations of students of this training programme who are mature adults with at least three years' teaching experience, and already employed in the schools.

The student group covered in this study comprised 225 male and 48 female school teachers, registered with the four regional colleges of Education under the NCERT for the second summer school of academic session 1.79-80 of the summer school Cum Correspondence Course for the B.Ed degree. The average age of male teachers was 36.10 years. The female teachers averaged 31.87 years. Most of female teachers (91.66% were below 40 years as compared to 75% of male teachers. The percentage of female teachers who were below 30 years of age, was 31.25 as compared to 3.11 of male teachers. About half of the total group had acquired Bachelor's Degree and the other half had Master's Degree in different subjects. All these were serving in schools, mostly as teachers or assistant teachers. In the southern region, some of these teachers were designated as Kannada pandits, or Tamil pandits or Telugu pandits. Other designations held by these teachers in other regions (including Southern regions) included TGT,PGT, Senior Teacher, Physical Education Teacher, School Assistant Teacher Gr.I, Teacher Gr.II and so on.

Motivational Characteristics:-

Motivations for taking up teaching as a career, and acquiring the B.Ed degree through the Summer- School Cum Correspondence Course were investigated in this study. Achievement Motivation and attitude toward correspondence education were also analysed.

Motivation for teaching:- The qualitative motivational analysis based on the content-analysis technique, suggested

the following major considerations:-

- the interest in, liking for and ambition to become a teacher,
- high esteem given to the teaching profession by the community,
- for earning livelihood.

Above considerations ~~are~~ were common to the male and the female groups. 75% of total responses were covered by these considerations. There was, however, slight difference in the degree of importance attached to these considerations by the two groups. The male group considered the 'high esteem.....' as number one consideration (with 25.86% responses in this category), followed by ' for earning livelihood' (24.82% responses) and 'interest, liking and ambition to become a teacher' (24.61% responses).

The female group, on the other hand, considered 'interest, liking and ambition...' as number one consideration (with 34.23% responses) followed by 'high esteem...' (23.25% responses) and 'earning livelihood' (19.18% responses).

Other motivations which were less frequently expressed by the respondents included the following:

- Company of young children,
- available autonomy in teaching,
- influence of parents, relatives or friends,
- scope for further learning,
- facilities available to teachers only.

Motivation for joing the ~~S~~SCCC programme:- There was complete agreement on the first three considerations expressed by male and female respondents in support of their joining the ~~S~~SCCC programme to acquire the B.Ed degree, these were

- the ~~S~~SCCC is financially suited for the in-service school teachers (as it involves no loss of pay)
- to improve professional competencies,
- to qualify for promotion.

There were, however, some differences in the other considerations expressed by the two groups to support their joining the SSCCC programme. For the male group these were:

- the course is organised by the NCERT and the NCERT provides a standard and an up-to-date instructional system.
- to fulfil one of the conditions of appointment as a teacher.
- to avoid wasting one year's teaching experience,
- ~~cost~~ does not interfere in regular school teaching,
- could not get admission in full time B.Ed course.

For the female group the considerations were somewhat different. These included-

- less family problems in the case of SSCCC programme.
- teachers attitude towards trainees is not good in full-time B.Ed degree programmes,
- local language as medium of instruction in full-time courses for the B.Ed degree.
- the SSCCC programme saves time.

Further understanding of respondents' motivation was acquired by probing into their immediate and long-term life goals.

The immediate life-goals mentioned by the male and the female groups, with the same ranking, were

- becoming a better teacher,
- getting promotion.

Other immediate goals mentioned by the two groups included the following:

- pursuing higher studies,
- travelling abroad,
- making future secure,
- getting job in the place of choice,
- making the school the best institution,
- writing books.

Among the long-term goals the male group states the following as the three major goals

- becoming a better teacher,
- pursuing higher studies
- bringing about improvement in education.

In the case of female respondents the long term goals remained the same, as above, but the degree of importance assigned to these goals varied. The order of importance in the case of female group was as follows:

- pursuing higher studies,
- becoming a better teacher,
- bringing about improvement in education.

Achievement Motivation:- It was found that the level of achievement motivation of school teachers who pursue the SSCCC programme was similar to those who join the full-time B.Ed degree programme and no difference was observed in the male and female groups on this account.

Attitude Towards Correspondence Education:- This study revealed that the SSCCC group showed more favourable attitude towards correspondence education than the full-timers. Sex-wise analysis indicated that within the SSCCC group, male group secured higher ~~studie~~ attitude score than the female group. Similar trend was observed in the case of full-time students.

Students' perceptions of SSCCC programme:-

Every one expressed the view that the course was serving a useful purpose for the untrained school teachers who cannot afford to take leave without pay for a year-long period to get such a training. Comments were, however, made on various aspects of the training system followed in the course. Students expressed their concern about the syllabus, curriculum, teaching faculty and evaluation procedures. Syllabus and curriculum accounted for almost 50% of the suggestions offered for modifications in the training system to make it more responsive to

the minds of students, the evaluation process was averaged about fifteen percent, followed by teaching faculty with an average of ten percent. The need to have more printed lessons or instructional materials through correspondence, refined language to be the medium of instruction, more emphasis on 'teaching methods' during the summer school, having a regular teaching faculty for the total course instead of inviting educationists of the rank for the period of summer school only, and timing and duration of the summer school were some of the other major concerns voiced by the students.

Students' feed-back on specific instructional inputs of the course, obtained through structured questionnaire cum check-list, generally confirmed students' perceptions, stated above, which were obtained by using open-ended questionnaire and content-analysis procedures. Analysis of specific feedback further revealed students' view point on the operational aspect of different components of the training system in force in the ICFA.

By and large, students expressed the view that theory lectures were held quite regularly. About one third of the total group of students, however, stated that they experienced difficulty in properly understanding these lectures, either because these were not properly organized, or the language of these lectures was rather difficult.

The number of assignments, that each student was asked to work on, did not evoke any adverse reactions but the time taken by the tutors in returning the evaluated assignments was viewed as 'too long'. Majority of students expressed the view that the evaluated assignments were returned during the second summer school period only and this practice was not of much help to them. About half of

the students were of the view that adequate instruction regarding the assignments were not provided. In preparation of the lesson plans for practice-teaching session, on the other hand, mostly students were satisfied with the facilities available to them for this purpose.

Students were not very appreciative of the procedure followed in evaluating the assignments and quite a few remarked that their assignments should be assessed by those teachers who could spare time to go through the assignments and write their comments in detail regarding the strengths and weaknesses of such assignments.

Activities conducted during the summer school period were viewed as necessary inputs and a large majority of students considered these activities as useful in resolving their difficulties, and positively contributing to their course-performance.

About ~~ex-th~~ one-third of students experienced difficulty in attending the summer school activities in time as in some of the states the school summer vacation did not coincide with the summer school time schedule of the NCCCC programme.

The use of radio and television for problem-solving sessions and theory lectures found favour with about two-third of the total group. Suggestion regarding the formation of local study circles by students themselves was endorsed by eighty percent of the students.

APPENDICES

Full Name_____ Roll No._____

First Summer Session
Second Summer Session.

WHO AM I?

Directions:- On the following pages are a number of partly completed sentences. Each can be completed meaningfully if you link it up with any of the alternative offered. Note that each of the three answers is equally good to make the incomplete sentence meaningful and complete. As this is neither a test of your intelligence nor of your proficiency in the use of English, there is no question of a right or wrong answer. You are to select only two answers, one of which should correspond most, and the other correspond least with your present likings or attitudes. Example:-

1. like to..... A. keep things neat and orderly
B. do things for my friends
C. undertake tasks requiring skill

Which of the above answers is more characteristic of what you like? If you like " keeping things neat and orderly" more than the other two activities, then you should put a circle around the letter.A. Put a cross mark against the letter which stands for an answer that characterizes what you like least.

The incomplete sentences on the following pages are similar to the example given above. Draw a cricle around the letter which indicate the answer that corresponds most with your characteristics. Put a cross for an answer that is least characteristic of you.

Please note that your answer should be in terms of what you like feel at the present time and not in terms of what you should think or how you think, you should feel.

You are requested to answer all the items. Do not skip any. Work as fast as you can.

Now turn the page and start your work.

Note: This is D.N.Mukherjee's forced-choice scale to measure achievement motivation. Original name was changed to 'Who Am I' to further check social desirability element in responses. Split-half reliability was found to be 0.87 for a sample of 40 B.Ed trainees of a local institution.

I like.....
(a) to be faithful to my friends and colleagues.
(b) to be very systematic in my work.
(c) to do my best in whatever work i undertake.

I wish I could have always been....
(a) successful in doing difficult jobs.
(b) generous with my friends.
(c) sympathetic to the sick and poor.

My aim in of life is.....
(to make long record of successful achievement.
(b) to serve my nation.
(c) to attain high status in the society.

I am of the opinion that for pleasure and happiness one must.....
(a) support charition
(b) get the basic amenities of life.
(c) enrich the record of ones achievement.

I like.....
(a) reading fiction, adventure, travel etc.
(b) visiting different places of the world.
(c) to think of my future career.

I frequently desire.....
(a) to be a popular social reformer
(b) to be a great political leader.
(c) to do something of great significance.

I like to praise those who.....
(a) have devoted their life in social services.
(b) have earned a reputation in their own field.
(c) have sore principles of life.

It is my nature.....
(a) to keep things neat and orderly
(b) to do things for my friends.
(c) to undertake tasks which require great skill.

I am always keen.....
(a) to fight for a noble cause.
(b) to remove segregation and other social evils.
(c) to develop my qualifications.

I often aspire to be....
(a) a man with wonderful achievement.
(b) a very rich man
(c) a happy-go-lucky man.

I often think of.....
(a) accomplishing something great
(b) helping those who are hurt.
(c) being respected as a leader.

12. I feel.....
(a) unhappy when I fail to do my best in the examinations
(b) depressed when I hear about somebody's death
(c) angry when I see injustice done to my friends.

13. I like to do something which.....
(a) others can hardly do.
(b) will make me wealthy
(c) others regard as a manifestation of leadership.

14. In most social situations.....
(a) I try to be very much conventional.
(b) I try to be a little non-conformist.
(c) I try to seek others attention.

15. I like others to think of me as.....
(a) very intelligent
(b) very industrious
(c) very much good natured.

16. I am always careful.....
(a) to please everybody with my manners.
(b) to do my best in whatever I undertake.
(c) to perform my activities in my own way.

17. Before starting a difficult task.....
(a) I would take others suggestions.
(b) I would plan its details.
(c) I would imagine the difficulties that might arise.

18. In general I might be described as.....
(a) optimistic
(b) tolerant
(c) polite.

19. I am often tempted.....
(a) to undertake very difficult tasks.
(b) to see new places, new people and new things.
(c) to be sympathetic with those who are unhappy.

20. I am.....
(a) tolerant of people who hurt me.
(b) a morally upright person.
(c) determined to work toward a high goal.

21. I feel happy.....
(a) if I get an opportunity to do someone a favour.
(b) if I get an opportunity to entertain others with some jokes.
(c) when I have finished successfully a difficult task.

22. I avoid.....
(a) gay and irresponsible pleasure - seekers.
(b) mental confusion and chaos.
(c) those situations which are not competitive.

23. I believe that.....
(a) it is better to be faithful than famous.
(b) love is more just than justice.
(c) my future depends upon my doing more notable work.

24. I prefer.....
(a) getting encouragement from my friends and elders.
(b) difficult tasks to easy ones.
(c) the company of elders and experienced persons.

25. I take pains.....
(a) not to hurt others feelings.
(b) to overcome obstacles and attain a high standard
(c) to avoid blame from others.

26. I am anxious.....
(a) to know my own defects so as to overcome them
(b) to do something of great significance.
(c) to be the object of attraction in the group.

27. I have a general tendency.....
(a) to continue a work till it is finished.
(b) to analyse others judgement critically.
(c) to be polished in manners.

28. It gives my great satisfaction.....
(a) to supervise and direct others.
(b) to be in the company of distinguished persons.
(c) to undertake very difficult tasks.

29. My secret ambition in life is.....
(a) to enjoy a happy married life.
(b) to obtain a highly paid job.
(c) to establish a glorious record of achievement.

30. I feel best when.....
(a) I tell others about my personal experiences.
(b) I am assigned a difficult job.
(c) I am requested to give advice to others.

31. When working in groups I desire.....
(a) to take the lead.
(b) to excel others in similar tasks.
(c) to do everything in orderly a fashion.

32. In accomplishing a task I like.....
(a) to be neat and clean.
(b) to do it much better than others.
(c) to finish it before time.

Full Name..... Roll No.....

First Summer Session
Second Summer Session.

MY VIEWS ON EDUCATION THROUGH CORRESPONDENCE

Sixteen statements are given on this sheet to know your views on correspondence education. Please read each statement carefully and give your views in the manner specified below.

Against each statement four possible alternatives are given. These are:

Strongly Agree	:	SA
Agree	:	A
Disagree	:	D
Strongly Disagree	:	SD

Please read each statement and decide whether you agree or disagree with the given statement. If you agree with the statement, please decide further whether you just agree or strongly agree with the statement. Put a circle on the appropriate alternative which is in line with your decision. In case you disagree with the given statement, please decide further whether you just disagree or strongly disagree with the statement and put a circle on the appropriate alternative accordinly.

Please see that you do not skip any statement and give your views on all the statements.

Now turn the page and start your work.

Note: This measure of attitude towards correspondence education was developed following the Likert procedure of attitude scale construction. The 16-item inventory yielded split-half reliability of 0.87 for a sample of 40 B.Ed trainees of a local institution.

[illegible]	[illegible] COLGE CAP[illegible].			
1. There is hardly any difference in the achievement of correspondence course students and other full-time students.	SA	A	D	SD
2. Correspondence courses make the learner more resourceful than the full-time day courses.	SA	A	D	SD
3. Correspondence courses are alright just to qualify for the degree or certificate.	SA	A	D	SD
4. Education through correspondence courses is more suited for our country than the full-time formal schooling.	SA	A	D	SD
5. Correspondence courses do not contribute to the personality development of students.	SA	A	D	SD
6. One has to work hard to get through correspondence courses.	SA	A	D	SD
7. Degree obtained through correspondence courses is often considered inferior to the one obtained through full-time courses.	SA	A	D	SD
8. It is not very difficult to secure good division through correspondence courses.	SA	A	D	SD
9. Correspondence courses develop self-study habits in students	SA	A	D	SD
10. Correspondence courses are more suited to the individual needs of students than the full-time courses.	SA	A	D	SD

11. Education through correspondence courses should be made available at the school level also.	SA	A	D	SD
12. Evaluation system in correspondence courses does not reflect the true ability of students.	SA	A	D	SD
13. Given a choice, I would like to take up correspondence courses and not full-time courses for further studies.	SA	A	D	SD
14. Employers prefer students who get degree through full-time courses	SA	A	D	SD
15. "I will encourage my friends to take up correspondence courses at college level."	SA	A	D	SD
16. "I am not sure about the utility of correspondence courses for Indian students.	SA	A	D	SD

My Goal in Life.

Please state briefly in about 150 words, your immediate and long term goals that you wish to achieve after completing the B.Ed Degree Programme:-

Immediate goals:-

_____

_____

_____

_____

Long-term goals:-

_____

_____

_____

_____

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH & TRAINING

T.C.Upreti
Project Fellow

Aurobindo Marg
New Delhi-110016
Dated:

Dear friends,

We wish to make the correspondence courses in education more and more need oriented so that students get better facilities to learn through such courses. Towards this end we have undertaken a study to know from students their problems related to various aspects of Correspondence Education System. We will appreciate it very much if you will kindly give required information in the attached questionnaire in this context. We may assure you that your views will be kept confidential and these will be utilized to bring about necessary reforms in correspondence education.

The questionnaire, attached herewith, is divided into four parts. Part I is related to background information which will help us to understand your personal/social/economic and educational background. Parts II,III and IV are related to various aspects of the correspondence education system. Kindly give your frank views so that necessary improvements in the correspondence education system could be initiated.

In case you wish to know more about this study please don't hesitate to write to us.

With best wishes,

Yours sincerely,

sd/-
(T.C.UPRETI)

PART I. BACKGROUND INFORMATION

1.1. Personal Information.

Age	Sex	Educational qualifications	Occupation with exact designation

1.2 (a) Marital status of the respondent

Married.....

Single.....

(b) If married, please give following information regarding the age, education and occupation of your husband/wife.

	Age	Sex	Educational Level.	Occupation exact designation
* Husband/ Wife.				

* strike out whichever is not applicable.

PART II

2.1 Do you receive the theory lectures regularly?

Yes.....

No.....

If 'No' how often do you experience this difficulty

(a) Most of the time
(b) Sometimes
(c) Rarely.

2 .2 Do you feel any difficulty in understanding the lectures?

Yes.....

No.....

2.3 Do you find the lectures....

(a) A mere reproduction of the text-book.
(b) Poorly organised content assembled from various sources.
(c) Well organised and easy to understand.
(d) if any other, please specify here.

2.4 How may assignments in each paper you are required to
(a) submit during the full course? Give paper wise details.

Name of the paper	No. of assignments.

b) Do you feel that the above assignments in respective papers are

(a) Too many
(b) Too few
(c) Just right.

2.5. Are you able to work out your assignments on the basis of lectures received by you?

Yes.....

No.....

2.6 Is the time given by the correspondence course authorities sufficient to complete the assignment work?

Yes.....

No.....

2.7 Do you get necessary facilities (such as guidance from tutors, required books and other such literature) to prepare the lesson plans for the prescribed practice teaching?

Yes.....

No.....

PART III

3.1 After submitting your assignments generally how long it takes to receive back the marked assignments.....
.....

3.2 Are you satisfied with the marks awarded on your assignments?

Yes.....

No.....

3.3 Do you find any comments or remarks on the assignments, in addition to numerical scores?

Yes.....

No.....

If yes, do these comments help you to improve your performance in future assignments.

Yes.....

No.....

3.4 Please give your ~~assignments~~ suggestions to make the assignment marking system more useful for students.

_____

_____

PART IV

4.1 Do you consider it necessary to have personal 'contact programme' in a correspondence system of education?

Yes.....

No.....

If yes what would you like to be included in such a programme.....
.....

4.2 Does the 'contact programme' really help you in resolving your difficulties?

Yes.....

No.....

4.3 What should be the duration of the 'contact programme'?
~~Yes~~

4.4 (a) Do you find any difficulty in attending the 'contact Programme'?

Yes.....

No.....

(b) if 'yes', please state briefly your difficulty in this regard.....
.....

4.5 Do you feel that the contact sessions really improve the performance of learners?

Yes.....

No.....

4.6 Would you like the 'contact programme' to be replaced by problem solving discussions on Ministry of Education Radio?

Yes.....

No.....

Documentation
(N.C.E.R.T.)
Acc. No. F-14393
Date

4.7 Would you volunteer for a 'study circle' or a 'discussion group' to be organised by students themselves which may meet once a week throughout the academic session to resolve difficulties of students?

Yes.....

No.....

4.8 Would you like your performance during the 'contact programme' to be evaluated and included in the final assessment?

Yes.....

No.....

4.9 If you wish to make any other comment or suggestion on any aspect of the course that you are doing, do so here.....
.....